

Physical Education - KS3 ASSESSMENT DESCRIPTORS

	Discovering 'Learning'	Growing	Emerging	Developing	Secure	Mastered
Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work.	Pupils can use basic skills appropriate to the activity undertaken in a small number of areas. Their work has limited fluency and accuracy.	Pupils can link basic skills and techniques in their work. They show limited precision and control and achieve modest success in a limited range of activities.	Pupils can perform some intermediate skills with success and some complex skills in isolation. Work consistently contains precision, control and fluency.	Pupils can consistently perform intermediate skills and can perform some complex skills with success. Their work shows precision, control and fluency. They can use these in a variety of activities and a variety of conditions competitive situations.	Pupils can select and combine complex skills and techniques in their work. They work consistently showing precision, control, fluency and originality in a full sided competitive situation.	Pupils can consistently select and apply advanced skills and techniques to their work. Their work is consistently of an exceptionally high standard using precision, control, fluency and originality to outwit opponents.
Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis).	Pupils understand basic tactics and strategies to overcome opponents in direct competition through team and individual games.	Pupils can use basic tactics and strategies to overcome opponents in direct competition in an individual games.	Pupils can use basic tactics and strategies to overcome opponents in direct competition in an individual and team games.	Pupils can use more complex tactics and strategies to overcome opponents in direct competition through team and individual games.	Pupils can use more complex tactics and strategies to overcome opponents in direct competition through team and individual games, and can adapt these during the game.	Use advanced tactics and strategies in my work with proficiency and flair and use my understanding of these to inform others' work.
Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group	Pupils can work with others to help solve a basic problem	Pupils can work effectively with others to solve a physical challenge.	Pupils can plan how to solve a physical and intellectual challenge and communicate this to others. They are able to cope with some of the physical demands of these challenges	Pupils can execute a plan, leading others with increasing success in physical and intellectual challenges. They are able to cope with many of the physical demands of these challenges	Pupils can evaluate a their own, and others, performance and communicate to a group as a leader to solve problems. They are able to cope all of the physical demands of these challenges	Pupils can plan, execute and evaluate their performance effectively whilst leading a group. They are able to cope all of the physical demands of these challenges
They should develop the confidence and interest to get involved in exercise, in lessons, school sport and activities out of school. They should take part in competitive sports and activities outside school.	Pupils should participate regularly in lessons	Pupils can maintain physical activity for part of the lesson	Pupils should be able to sustain physical activity throughout the lesson	Pupils should participate in extra-curricular activities in or out of school for recreation	Pupils should be participating competitively in physical activity in or out of school	Pupils are representation the school in school sport at a high standard and are participating at a representative level

Analyse their performances compared to previous ones and can implement strategies to bring about improvement so they can achieve their personal best.	Compare my work to others' – what is the same and what is different.	Compare and comment on the work of others'. Make improvements to my work based on the feedback from others'.	Plan and implement my own and others' work to a given task. Analyse others' work and comment on it. Based on my observations of others' work I can suggest improvements using a basic criteria.	Adapt my work accurately and appropriately to the demands of various activities. Analyse my own and others' work and comment upon it. Based on my observations of others' work I can suggest improvements using a specific criteria.	Analyse and comment on my own and others' work as an individual or team member. Plan ways in which my own and others' performance could be improved. Adapt my work accurately and appropriately to the demands of various activities studied. Modify the tactics and compositional ideas in my work in response to changing circumstances and others' performance.	Evaluate my own and others work using my understanding of how skills, strategy, tactics and fitness have an impact on the quality of performance. Plan ways in which my own and others' work could be improved, and can monitor progress.
Pupils understand and apply the health and fitness benefits of physical activity and can describe how this benefits them (or others) in short and long-term. Pupils can use this knowledge to plan and evaluate their own and others exercise programme.	Describe the short term effects of exercise on the body.	Explain why regular exercise benefits a persons' fitness and health	Explain how regular exercise benefits a persons' long term health and fitness	Explain how different types of activity contribute to my fitness and health.	Plan my own and others' exercise and activity programme.	Plan and evaluate my own and others' exercise and activity programme.
Pupils understand and can apply an affective warm up and cool down when taking part in physical activity and can demonstrate how to exercise safely and effectively in different activities.	Give reasons why it is important to warm up before activity.	Warm up safely using basic (general) safety principles.	Use some appropriate warming up and cooling down activities specific to the activity and lead part of this process.	Explain how to prepare and recover from general activity and lead these processes in a group.	Explain how to prepare and recover from a variety of specific types of activity and lead these processes in a group.	Explain how to prepare and recover from a variety of specific types of activity and lead these processes in a group. Pupils can evaluate the effectiveness of these processes and make improvements.